

Teaching Reading through Shared Reading Strategy

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Abstrak

Penelitian ini bertujuan untuk melihat pengaruh Shared Reading Strategy terhadap kemampuan membaca siswa SMP N 1 IV Jurai Pesisir Selatan, Sumatera Barat. Penelitian ini dilandasi oleh fakta masih rendahnya kemampuan siswa dalam memahami teks monolog. Desain penelitian ini menggunakan Pretest-Posttest Design yang diberikan kepada grup eksperimen dan kontrol. Hasil menunjukkan bahwa hasil posttest grup eksperimen lebih tinggi dari pada grup control. Hal ini menyatakan bahwa Shared Reading Strategy memberi efek yang signifikan kepada kemampuan membaca siswa SMP N 1 IV Jurai. Pernyataan ini diperkuat oleh hasil uji t dengan nilai signifikan 2,26.

This study was aimed at looking at the effect of using Shared Reading Strategy toward reading ability of students of SMP N 1 IV Jurai Pesisir Selatan, West Sumatra. This study is based on the fact the poor ability of students to understand the monologuetext. This study used pretest-posttest design given to the experimental and control groups. The results showed that the experimental group posttest result was higher than the control group. It showed that the Shared Reading Strategy gave significant effect toward students' reading ability at SMP N 1 IV Jurai. This statement is supported by the results of t test with significant value of 2.26.

Key words: teaching reading, Shared Reading Strategy

INTRODUCTION

The love of reading is the greatest gift that a teacher can give to his/her students. To achieve this, students need ample opportunities to read for pleasure. Students were

making excuses and constantly asking to leave the classroom during our reading time. Some students kept misbehaving, hoping, perhaps, to get sent out of the room. Furthermore, Reading has become an exercise in frustration for many people because they do not have the author there with them to ask questions of. For a great many people reading was taught to them in an environment of high stress.

Reading is a complex process that must be modeled, taught, practiced, and evaluated on a daily basis. It includes the ability to decode words as well as appropriate phrasing, tone, expression, and fluency. These interrelated components form the bridge that allows the reader to comprehend the text in hand. As professional educators, we must strive to teach our children to be true readers. If we can succeed in this area, we will truly have reached our goal of developing lifelong readers (Halman in Stone:2009).

The most important thing to do with reading is to enjoy it. No matter whether you are reading technical material, children's books, novels, or magazine articles, fun is the most important ingredient in a successful reading experience. Relax into your reading and allow the fun to come forth.

Moreover, as stated in School Based Curriculum (KTSP;2006) for Junior High School, reading is an understanding the meaning in simple written short functional text and simple essay related to nearest environment. The simple essay is the text in passage or story form, such as narrative, recount, descriptive, news item, spoof, report, analytical exposition, hortatory exposition, explanation, discussion and review. All of them should be acquired by the students in learning English. In other words, the students should comprehend the text through indicators of reading. The students can grab the information from reading text if they comprehend the indicators of reading.

In teaching learning process, the teacher becomes an actor in the classroom. The success of the students in learning process is mostly determined by the teachers' ability to choose the appropriate strategy and teaching materials. In addition, it is important for

the teacher to provide good reading strategy to make the students not only work alone but also share ideas with partner in reading. The teacher has to find an appropriate strategy that can be applied in teaching and learning process. In this research, the researcher proposes a strategy which is considered able to overcome this problem. It is Shared Reading Strategy. Shared Reading is a strategy that provides opportunities for students to share a common reading experience with their peers or teacher. It is hoped that this strategy can improve students' reading comprehension. It is appropriate with the students' level. Besides, the teacher has to create a comfortable learning situation to increase the students' interest in reading the texts.

According to Donohue (2008:12), Shared Reading is a strategy which provides opportunities for student's to share a common reading experience with their peers or teacher. It explains, through shared reading the teacher model proficient reading and the student's are provided opportunities to practice together.

Moreover, Andrew (2008:165) states that Shared Reading is a reading strategy done with a large group of student's of varying reading ability levels. It means that, Shared reading enables the whole class to share in sights or enter into a common discussion around a book or text. Here students of all ability levels interact with new concepts, see new vocabulary words in authentic contexts, and engage in high level thinking and creative activities.

Then, Barbara (2010:18) Shared Reading is a strategy that scaffolds students in reading a books they may not be ready to read themselves. It means that, it can be particularly useful as a way to introduce the unique characteristics of informational text. It can be particularly as a way to introduce for student's how to read well, but also teach them the way to gain the deep understanding from what they read.

Based on the statement above, Shared Reading will give opportunity for students to share a common reading experience with their peers or teacher. The students can share

their ideas on what they read to his friend because in this strategy students are pairing or group. This strategy will help the students to do collaboration with other students about the text.

METHODS AND PROCEDURES

This study employed a quantitative study taking the use of a quasi experimental research design. Specifically, this study employed a quasi experimental in which the participants were categorized into two, experimental and control group (Hatch & Lazzaraton:1991). The research has been done at SMP N 1 IV Jurai Kab. Pesisir Selatan, Sumareta Barat. The data were obtain by giving reading test.

On this research, the researcher selected the procedures proposed by Johnson (2008:167). The procedures are as follow:

1. Select and preview text to be read.

The teacher provides the text related with the text which will be used.

2. Decide on the type of reading material.

The teacher chooses the reading material taken from photocopied text. After that the teacher asks the studenst to choose one of the text had been shown before.

3. Design on the mode of reading.

It means that the teacher gives information about the mode of reading.

4. Decide a prereading activity where before giving the text.

The teacher shows picture that related with the text and guides the studenst to make prediction about the text, the teacher divides the students into group.

5. Creat structure and design questions and activities.

After reading aloud, the teacher leads each group to identify some information about the text and invites each group discuss about the answer of the questions.

6. Design a postreading activity.

It means that the teacher gives opportunity for the students to ask question about the text and material that they have learned.

RESULT AND DISCUSSION

After the researcher collected and analyzed the data, the researcher found the mean score of pretest and posttest got by the students. After giving treatment for 16 meetings, the researcher found that the mean score of experimental class was higher than control class in which using Shared Reading Strategy posttest was 63.75 with variance 10.30, and pretest was 55.87 with variance 14.27. The standard deviation was 2.26 and the t-test of experimental class 2.26 and t-table was 2.00 at the degree of freedom 50 and the level of significance 0.05. And it is higher than control class. This strategy is quite effective since some experts have explained it.

In the research, the test score of the two (experimental and control) groups were compared to determine the effectiveness of the treatment. These two scores were analyzed by using t-test for different number of the sample to see the effectiveness between the experimental and control groups using Sudjana's formula (2005:239), as follow;

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\text{With : } S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Where : \bar{X}_1 = mean score of experimental class

\bar{X}_2 = mean score of control class

S_1^2 = standard deviation of experimental class

S_2^2 = standard deviation of control class

n_1 = number of participant in experimental class

n_2 = number of participant in control class

From the calculation of t-test, t-observed were compared with t_{table} by using 0.05 level of significance because the level of significance for research in educational is 0.05. The calculation of t-observed was interpreted by comparing the t_{table} value with 0.05 level of significance. If the t-value is equal to or greater than t_{table} value, then null hypotheses (H_0) is rejected. It means that the research hypotheses (H_1) was statistically accepted (Gay and Airasian, 2000:484).

In line with opinion of Donohue (2008:12) who stated that Shared Reading is a strategy provides opportunities for students to share a common reading experience with their peers or teacher. This strategy help the students in teaching learning process because Shared Reading Strategy will gave opportunity for students to share a common reading experience. This strategy could be shared the fluence students, less fluence students and could develop a sense of story and increased comprehension.

Furthermore, Johnson (2008:165) explains that Shared Reading gives some positive effects to the students of all ability levels interact with new concepts, see new vocabulary words in authentic contexts, and engage in high level thinking and creative activities. It means that it can develop language and literacy in both younger and older students, enhance interpersonal and interaction skill, and improve self esteem.

Then, Serravallo (2010:156) the advantages of Shared Reading Strategy is one benefit of doing shared reading as a small group instead of a whole class is that we can control who is in the group and why they are grouped together. It means that, it is important for shared reading to be explicitly demonstrated by the teacher with an able reader in the group, so students can make the most of this reading context.

Finally, Dorn (2010:30) explains that by using this strategy can allow students to enjoy materials that they may not be able to read on their own, support students as they gain awareness of symbols and print conventions, while constructing meaning from text read. It helps the students reading in a smaller social centre and can be leader and helper for their peers and helps students develop a sense of story and increases comprehension.

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